

About Martin Ashley

Martin Ashley trained as a middle school music teacher and worked for seventeen years in a variety of school settings before moving to the University of the West of England, where he was awarded an AHRC funded post-doctoral fellowship for musical learning and boys' understanding of voice. On moving to Edge Hill University as Head of Education Research, he founded the Centre for Learner Identity Studies (CLIS) and taught specialist modules on vocal identity for the music PGCE. He received a substantial further AHRC grant to work with the National Youth Choirs of Great Britain

and the University of York on strategies to engage boys in singing during the period of adolescence, subsequently publishing widely on youth masculinity and singing during early adolescence. His most recent book was *Singing in the Lower Secondary School* for OUP and since retirement from full-time work he has continued as series editor for OUP's *Emerging Voices* choral series. His forthcoming new book, *Dead Composers and Living Boys* is the result of a collaboration with a consultant paediatrician on the timing of puberty and voice change.

